

College of Public Health and Human Sciences (CPHHS) Provost Report 2015-2016

Noteworthy Achievement

After serving 13 years as the Dean of the CPHHS, Dr. Tammy Bray is stepping down from her position. We are delighted that Dr. F. Javier Nieto, chair of the Department of Population Health Sciences at the University of Wisconsin School of Medicine and Public Health, will join the College as our new Dean. Dr. Nieto, the Helfaer Professor of Public Health at the University of Wisconsin, earned his medical degree from the University of Valencia in Spain and a Ph.D. in epidemiology from The Johns Hopkins University in Baltimore, Maryland. Dr. Nieto's research spans a number of fields, including cardiovascular disease epidemiology, socio-economic determinants of health, and the epidemiology and health consequences of sleep disorders. He has been principal investigator and collaborator on numerous major research grants, both federally and privately funded, and has more than 250 publications in peer-reviewed journals or as book chapters. His commitment to health as a fundamental human right and desire to engage the people of Oregon in strategic efforts to improve the public's health, make him an excellent fit for the College.

The remainder of this report summarizes the dynamic and collaborative efforts within our Schools, Research Centers, and Extension and Outreach programs. Progress to date aligns directly with the College and University Strategic Plans. Appended to this document are the recently distributed College Metrics and Academic Program Review Data (Appendix) that illustrate further growth and continuous improvement of the College.

Goal I. Provide a transformative educational experience for all learners

Enhance the learning environment to raise and equalize student success

During 15-16 the College made significant advances to develop an integrated **Office of Student Success (OSS)** to serve both graduate and undergraduate students. Vicki Ebbeck was selected to be the Associate Dean for Student Success and provide leadership for the OSS. The mission of the OSS is to partner with undergraduate and graduate students in a collaborative process to promote and support the exploration, development, and achievement of the unique academic and professional goals of each student. A central tenet of the OSS is integration. Thus, the office provides and integrates all aspects of student services in support of student success. The Office includes an office manager, peer and undergraduate academic advisors, as well as professional faculty with expertise in internships, assessment and accreditation, graduate admissions and recruitment, study abroad, and career development. We are pleased that the percent of bachelor degrees conferred has increased and the percent of undergraduates who graduated within 6-years was the highest ever this year (see Appendix).

Make high-impact learning a hallmark of undergraduate education

CPHHS embraces the value of high impact learning and offers a variety of opportunities for undergraduate students. The overwhelming majority of all undergraduate students engage in some form of experiential learning. Our internship coordinators continue to build collaborations to effectively and efficiently oversee and coordinate **internships/practicums** for students. The HDFS internship program underwent substantial changes (expanded to 12 credits) that enhanced the depth of learning experiences of students in the Human Services option. Several courses also include service and/or experiential learning as part of the course requirements.

As members of the OSU Undergraduate Research Working Group, the College faculty support and facilitate **undergraduate research and scholarship** through the CPHHS Undergraduate Research Awards Program (URAP) CHAR LIFE Scholars, and OSU URISC and URSA Engage. In addition, our growing **international exchange and study abroad programs** in the College prepare undergraduates for responsible global citizenship, giving them a competitive advantage (see Goal III). We also support students to attend **professional conferences**. For example, we initiated a new CPHHS Conference Scholarship that supports students from traditionally underrepresented backgrounds to attend national conferences that will help them achieve their academic and career goals. Two students were funded this academic year to attend the national conference for the Society for Advancement of Chicanos/Hispanics and Native Americans in Science. We also provided funding to support 14

undergraduate students who are members in the OSU Society of Healthcare Executives to attend the American College of Healthcare Executives Congress on Healthcare Leadership. Finally, the OSS initiated a Year-End Annual Review (YEAR) to record experiential learning opportunities completed by students during the 15-16 AY. These data will provide insight into what experiences are most strongly associated with student success.

Advance learning through course design, assessment and faculty development

CPHHS is committed to **competency-based education** and employs **multiple methods to assess student progress**. Faculty members assess students on competency attainment in both enrolled courses with assigned competencies and culminating experiences. Assessments are reviewed and discussed annually by faculty in our undergraduate and graduate programs and appropriate curricular revisions are made.

During 15-16 we implemented innovative strategies to enhance teaching and learning. To advance faculty development we developed and included Equity, Inclusion, and Diversity (EID) language in Position Descriptions and Plans of Work for all faculty in the College. The School Heads systematically collect and evaluate faculty efforts that are directed at student success through the lens of EID. Our faculty also participated in college-wide seminars organized by the Center for Teaching and Learning (CTL). In addition, this year the faculty in the School of Social and Behavioral Health Sciences implemented a Teaching and Learning Seminar Series.

Grow online education and explore new pedagogical models

CPHHS is committed to offering varied learning opportunities to better accommodate and serve all students and to expand our reach to rural communities. Faculty in nutrition deliver online all courses required for admissions to the Dietetics option of the nutrition major. Faculty in kinesiology are developing for online delivery all core courses required for the Kinesiology undergraduate degree. We significantly expanded the number of sections of the undergraduate online courses in public health, including courses offered for the online minor in public health. Additional sections of H 312 AIDS & STIs in Modern Society, a popular BACCORE course, are being offered online. Many faculty completed training in the design of hybrid courses and have converted undergraduate and graduate courses to be delivered in hybrid format. Faculty are also developing an online MPH degree option that focuses on Public Health Practice. We continue to offer the Graduate Certificate in Public Health for public health practitioners and others seeking professional development and continuing education with all required MPH core courses offered online. Eighteen individuals have completed the certificate and 45 are enrolled.

Enhance and ensure the success of international students

To enhance the success of international students, faculty in the public health disciplines developed an innovative and competitive **MPH Graduate Pathway Program**. This program will create visibility and generate interest with the goal of increasing international students' enrollment in the MPH program.

Enhance our comprehensive Healthy Campus Initiative

Although the content in many of our courses enhances the Healthy Campus Initiative, H 231 Lifetime Fitness for Health (BACCORE) is specifically designed to encourage personal awareness and responsibility for the maintenance of health and physical well-being. This course serves all university students and contributes directly to the Initiative. Faculty teach and supervise the Physical Activity Course Program that delivers a large number of courses (250+) per term in fitness, dance, aquatic, outdoor recreation and other individual sports to over 5,000 undergraduate students per term at OSU. This year the OSS has been partnering with University Housing & Dining Services and the College of Science to optimize experiences for the Health and Well-Being Living Learning Community of students who major in our College and reside in McNary Hall.

Expand strategies to recruit diverse and high-achieving students

The College implemented several strategies to recruit diverse and high-achieving students. Many **4-H Youth Development programs**, including OSU 4-H Summer Conference, Outreach Leadership Institute, Juntos, Regional Leadership Retreats, and Youth Voice in Governance: Experiencing Citizenship recruit diverse young people to become students as OSU. Results from the 2015 4-H Summer Conference program evaluation

indicated that the conference influenced participants' college awareness and motivation, with 40% indicating they were likely to attend OSU. We recently re-allocated scholarship dollars to assist students who lost their Oregon Opportunity Grants due to a change in the eligibility criteria. We also implemented a funding initiative designed to increase the number of students from the CPHHS to enroll in the OSU Honors College. We have committed to paying \$500 (matched by the Honors College) to each of 10 students across two years.

Our **URAP and LIFE scholars programs** attracted high achieving students to engage in research opportunities. The **Graduate Laurels Block Funding** award was used to recruit diverse and high-achieving MPH students with 12 graduate students supported this year; we have increased the number of GRAs that are supported by faculty grants allowing us to recruit diverse and high-achieving graduate students; and we successfully hired 4 tenure-track faculty as a part of the Provost Hiring Initiative who have significant time and responsibilities dedicated to student success while advancing equity, inclusion, and diversity. We are pleased that this year over one fourth (28.9%) of the students in our College, the highest ever, are from a US minority group (Appendix).

Goal II. Demonstrate leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction

Attract and retain high quality faculty

We recruited and hired Cathleen Brown Crowell, Clinical Associate Professor in Kinesiology; Larry Gilley, Instructor in Health Management and Policy; and Andy Chuinard, MPH Internship Coordinator to support foundational disciplines in our College and strengthen OSU's signature area of **Healthy People**. We instituted new recruitment efforts to attract and hire qualified faculty in fixed-term positions who teach large numbers of students in our undergraduate programs. We have developed successful strategies that promote retention including an award that funds travel for faculty to attend professional meetings and/or for professional development and an informal mentoring program for junior faculty. We also provided opportunities and infrastructure to assist in research productivity and maximize the research potential of new faculty. We continue to retain the ~40 high quality tenured and tenure-track faculty hired during the last several years.

Expand and cultivate transdisciplinary research on campus or through partnerships

The opportunities and supports described below focused on building a vibrant community of scholars and cultivating transdisciplinary collaborations among faculty to address complex public health problems.

- We offered a **Grant Writing Seminar** facilitated by an external consultant who provided a road map for successful grant writing that was attended by 30 faculty and postdocs in CPHHS, Pharmacy, and Vet Med. In the follow-up **Grant Writing Workshop**, selected faculty developed grant applications for federal agencies.
- The College organized and facilitated a vibrant **College Research Seminar Series** with 20 seminars attended by ~40 faculty and students that featured OSU, state, regional, national, and international scholars.
- To cultivate transdisciplinary research collaboration and foster student learning we hosted 3 **Ignite Research Colloquia** (informal venues with each speaker presenting for 5 minutes about his/her research passions/expertise and soliciting collaborators among other faculty, postdocs, and stakeholders) one each for **College Faculty, Postdoctoral Fellows** and **CPHHS Extension and College Faculty**.
- The College Research Office and the Health Sciences Business Center provided workshops to assist faculty in managing their awards: **Introductory Forum, Post-Award Tips for Success, Post-Award Management**.
- In a **forum** for doctoral students, the College Research Office described research funding opportunities (e.g., pre-doctoral and postdoctoral opportunities and faculty research career development awards).

Supports described above assisted faculty to bring in \$18,889,667 in sponsored awards, grants and contracts (see Appendix). Faculty submitted 140 proposals during FY16, consistent with the number submitted in FY15. Our research reflects our values and commitment to embracing innovative approaches, conducting community-based research with diverse populations, promoting interdisciplinary collaboration, and integrating students. To achieve these values we have built a rich research program, including 4 Research Centers and funded research projects that will impact population health in communities across Oregon and beyond.

CPHHS faculty actively **cultivate and enhance transdisciplinary research** on campus or through partnerships. For example, many faculty are affiliated with **OSU Research Centers and Institutes** and are engaged in transdisciplinary research projects (e.g., Environmental Health Sciences Center, Superfund Research Center, Linus Pauling Institute, Oregon Climate Research Institute, Sea Grant, and the Center for Latin@ Studies and Engagement). Several are collaborating with colleagues in other OSU colleges to establish the OSU Microbiome Initiative in response to a call from the White House's Office of Science and Technology Policy. Faculty are also partnering with the World Health Organization, OHSU, Oregon Health Authority, and pioneering new human translational research collaborations in fitness and health with the OSU Sports Medicine Department.

Our 4 **College Research Centers** foster transdisciplinary research collaborations, encourage graduate and undergraduate student involvement in research, and translate research to practice (See Goal III).

- The **Center for Global Health (CGH)** serves as a platform to connect faculty and students with a range of international partners to develop innovative approaches that promote equitable population health around the world. Chunhwei Chi, Director of the CGH, was appointed as Health Policy Advisor by Taiwan's National Health Insurance Administration (NHIA), Ministry of Health and Welfare for 2016. During 15-16 the CGH hosted 3 visiting scholars to promote international collaboration: Dr. Ben Wang, NHIA, Taiwan; Dr. Yu-Chu Huang, Fu Jen Catholic University, Taiwan; and Dr. Leif Aarø, Chief Scientist, Norwegian Institute of Public Health. Partnership agreements were created or renewed to facilitate research and student internship placements with National Yang-Ming University, Taiwan, and Debra Berhan University, Ethiopia.
- The **Center for Healthy Aging Research (CHAR)** with 4 cores that includes research ranging from biophysics to cultural issues promotes transdisciplinary research in aging. The Center supports transdisciplinary research through collaboration with the College of Engineering (COE) to explore the development of robotic assistive devices for caregivers of Alzheimer's patients and to identify funding options and big data initiatives. A work group consisting of COE and CHAR faculty and graduate students is actively pursuing funding for research initiatives. The Gerontechnology Core was renamed the Human-Centered Design and Technology Core and has a new Director, Dr. Hunter-Zaworski. Dr. Urszula Iwaniec is the new director of the Musculoskeletal Core. CHAR supported nine faculty and graduate student research projects through the LIFE Registry, a research subject pool maintained by the Center. CHAR also financially supported 4 undergraduate and 2 graduate LIFE Scholars.
- The **Hallie E. Ford Center for Healthy Children & Families (HFC)** led multidisciplinary working groups in 4 research cores that involved over 50 faculty and postdoctoral fellows. The projects of the Center provide mentorship for student researchers. HFC has been further strengthened by the addition of recent faculty hires with expertise in the Center's hallmark areas. Examples of FY16 funded (U.S. Dept. of Ed.) projects include a \$1.5M grant to Shannon Lipscomb to develop an online learning and coaching program for early childhood teachers who work with children who have experienced trauma; and 2 awards to Megan McClelland totaling \$3.1M to develop a school readiness intervention and to conduct further work on a self-regulation measurement tool. Several of the Center's projects received significant media attention this year, including publications that resulted from collaboration between environmental and early childhood researchers on the link between exposure to flame retardants and children's school readiness.
- The **Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health (MFC)** fosters collaborations among researchers by providing mechanisms for researchers and students to learn and train in food and nutrition research in a multi-disciplinary environment. Faculty members have obtained funding from NIH, USDA and private foundations; published in peer-reviewed journals; and engaged in research studies on whole grains, gut microbiota and obesity, perceptions of whole grains and health, identification of barriers to healthy eating, and acceptability of whole grain products. In summer 2015, the Center obtained funding from the OHSU Knight Cancer Institute Community Partnership program and partnered with KidSpirit and OHSU's Let's Get Healthy! research program to offer innovative education stations to assess healthy behaviors and the impact of the program. Collectively, the research and outreach projects in the MFC will impact the health and dietary recommendations for Oregonians.

Increase the quality, capacity and impact of graduate programs

Responding to the national report, **MPH Degree for the 21st Century**, the College has implemented key strategies to improve the quality and capacity of teaching, learning and practice. For example, faculty are revising the MPH Core Curriculum to align with changes in national initiatives and new criteria of the accrediting body. New MPH options that reflect the strengths of our College faculty, the needs of communities we serve, and an opportunity to more fully integrate our human sciences and public health disciplines are being designed.

Through implementation of multiple new strategies, we met our goal to double the number of students enrolled in the MPH program in Fall 2016 compared to Fall 2015. Successful strategies included promoting visibility of the MPH Program at OSU and growing the reputation of the College as an accredited school of public health, increasing participation in both local and national conferences and recruitment fairs, hosting an ASPPH This is Public Health Recruitment Fair last October, recruiting undergraduates from OSU and other universities/colleges in Oregon, and recruiting international students directly and through the Pathway Program. To increase capacity, we are also developing an online MPH that focuses on public health practice.

To build our capacity to train students in global health we have developed a new concentration in Global Health for the PhD in Public Health degree program and changed the name of our MPH in International Health to an MPH in Global Health. The curriculum in both programs is being revised to increase the quality and impact of graduate training in global health. Faculty in Athletic Training successfully completed the Commission on Accreditation of Athletic Training Education (CAATE) accreditation process for a new Master of Athletic Training degree program. We also expanded the content of several PhD programs to increase students' skills in advanced statistics including adding a statistics "boot camp" course for first year PhD students. With our new faculty hires we are able to offer more electives to students in graduate programs.

We implemented several strategies to increase the opportunities for our graduate students. For example, a new student travel award provides funding for PhD students to present their research at national conferences increasing the visibility for our programs and our students. Increasing numbers of PhD students in the human sciences are obtaining an MPH concurrently which positively impacts their careers.

Goal III. Strengthen impact and reach throughout Oregon and beyond

Position OSU's outreach and engagement programs as learning laboratories that promote high-impact learning and effectively utilize university research

This year we created the **Community Health Worker Training Program**, a partnership between OSU (CPHHS, PACE, and Extension Services) and Eastern Oregon Coordinated Care Organization (EOCCO) to improve the health of communities in 12 counties. We developed the 85-hour curriculum, obtained approval from the Oregon Health Authority, designed the on-line modules and in-person classes, and delivered the course to the first class of students. The program will continue to be delivered over the next 2 years. Extension Services provide space at their offices in Eastern Oregon for the in-person classes and offer internet access and use of computers to students participating in the course.

The **Oregon Public Health Policy Institute** (PHPI), an effective learning laboratory, was developed by our faculty in Health Policy in 2012. With funding from the Oregon Health Authority we continue to offer the summer workshops to employees at state and local health agencies in Oregon to build skills in developing, implementing and evaluating public health policies. The ongoing **Individualized Movement and Physical Activity for Children Today (IMPACT)** program is a unique program that offers physical activity opportunities for children, youth, and young adults with special needs and serves more than 80 children aged 6 months to 21 years.

Our **College Research Centers** continue to provide outreach and engagement programs as learning laboratories that promote high-impact learning and effectively translate research to practice. Examples of initiatives from the Centers are included below.

- **CHAR** plans to host the Governor's Commission on Senior Services at the Healthy Aging, Healthy Communities conference in October 2016. The Conference will continue the work that began in May 2015 at the Oregon White House Conference on Aging which addressed topics of Elder Justice, Long Term Services and Supports, Healthy Aging, and Retirement Security. This year's conference will work across generations to inspire advocates, families, consumers, providers, and legislators.
- During 15-16 **HFC** hosted the fifth annual Oregon Parenting Education Week, which included a statewide conference featuring 28 workshops attended by over 400 professionals. With funding from the Ford Family Foundation, HFC continued to provide leadership to a statewide School Readiness Consortium of researchers who analyzed assessment data from kindergarten children to inform state planning. The Center also provided evaluation, technical assistance, and professional development to 15 parenting education "hubs" as part of the Oregon Parenting Education Collaborative. The Center held more than a dozen training workshops for early childhood professionals, teachers, and other professionals.
- In 15-16, the **MFC** continued the Healthy Community Outreach projects bringing whole grain community-based projects to all 12 regions of Oregon. Each project has research and evaluation components to bridge research with outreach to every part of Oregon. The MFC continues to work with University Housing & Dining service and the community at large to provide outreach and facilitate healthy eating. The Center partners with OSU KidSpirit Youth programs to provide food and cooking classes to community youth. In addition, MFC offers several continuing education experiences including the Food, Nutrition and Health Update Conference, and K-12 teacher training workshops in collaboration with the OHSU Moore Institute.

Grow rural and urban regional centers to advance social progress

As the nation's only accredited school of public health with built-in outreach through Oregon's Extension Service, our College is taking a leadership role in the Cooperative Extension System's national initiative to develop a more explicit focus on improving population health. Our programs, **Extension Family Community Health (FCH)** and **Extension 4-H Youth Development**, advance social progress in both rural and urban communities. Together these programs reached more than 100,000 Oregonians last year. FCH offered educational programs focused on healthy eating and nutrition including Food Hero, food safety and preservation, Walk with Ease, and Better Bones and Balance. Noteworthy initiatives implemented by the 4-H Program included the 4-H Tech Wizards Program, Youth Advocates for Health Program, 4-H FIESTAS, 4-H Inner City Youth Institute, and the 4-H STEM Beyond School Program that brings high quality STEM education to both urban and rural areas across Oregon. The College's Motorcycle Safety Program, **Team Oregon**, provided statewide training, education and outreach for 11,000 riders of all levels of experience and riding ability.

Drive economic development

With the implementation of the Affordable Care Act and the emergence of health systems transformation, many health care organizations recognize the need for new partners to innovate solutions for new and emerging challenges in their sectors. In September of 2015, the **Oregon State University Center for Health Innovation (OCHI)** was formally launched with the aspiration of connecting academics and the health care industry to foster health innovation and economic development. Our goals are to engage with industry, government and community partners to develop multi-sectoral thought leadership in population health, create innovative solutions to pressing health and wellness issues, and build capacity of the current and future public health workforce. To that end, this year we hired Ann Custer as our Director of Workforce Development and Corporate Partnerships and created and implemented the **Community Health Worker Training Program** (see above).

Increase study abroad and strategic international research partnerships

Through **international exchange and study abroad programs** the College prepares undergraduates for responsible global citizenship for competitive advantage. During 15-16, undergraduate and graduate students participated in study abroad programs and in **global internships** (India, Ghana, South Africa, Scotland, Uganda, Bolivia, and Ethiopia). Faculty led a study abroad program in London with 6 undergraduate students participating in this program. The College also hosted 10 undergraduate students, 3 graduate students, and 2

faculty members from Fu Jen Catholic University in Taiwan.

In addition to developing a new concentration in Global Health for the PhD in Public Health degree program (see Goal II), College faculty are actively engaged in **interdisciplinary research across the globe** (e.g., Tanzania, Uganda, South Africa, Taiwan, India, South Korea, Iceland, Norway, Costa Rica, Belize, Lithuania, Iran, Mexico, Canada, Sweden, Australia, Switzerland, Netherlands, Bangladesh, Nepal, Hungary, Belgium, United Kingdom). For example, Joe Catania received NIH funding to study “Translating Oral-HIV Testing to Low Income, Low Literacy Youth in Tanzania;” Carolyn Aldwin is co-mentoring Dr. J. Small, a post doc funded through an NIH Diversity Supplement to examine the impacts of HIV+ on the well-being on HIV+ caregivers in Uganda and South Africa; Molly Kile examines developmental exposure to arsenic and immune function in children in Bangladesh; and Perry Hystad collaborates with the Population Health Sciences Research Institute in Canada on a global assessment of air pollution and cardiopulmonary disease.

Engage alumni and other external partners to advance our goals

In the first collaborative model at OSU, CPHHS partnered with the OSU Alumni Association to employ a **College Alumni Relations Director (CARD)**, **Veronica Royce**, to work exclusively with CPHHS graduates. CARD is part of the College Advancement team working closely with the Associate Dean of Student Success (Vicki Ebbeck), Director of Communication (Kathryn Stoppel), and Sr. Director of Development (Heather Brust). The strategic priorities for this position are to strengthen relationships with alumni through intentional, value-added two-way alumni engagement; create thoughtful departmental and campus collaborations and connections; and tell the CPHHS story more broadly through market-focused communications and messaging. These priorities are accomplished through various tactics to engage alumni through their time, talent, and treasure, including hosted alumni gatherings, college impact awards, alumni-student mentoring, and the development of new alumni volunteer opportunities around student leadership. Metrics of success include the number of new volunteers, the number of event attendees, and the number of unique engagement opportunities (i.e. specific events and volunteer opportunities). Accomplishments to date include over 30 new alumni volunteers, 208 event attendees and 10 unique engagement opportunities. In addition, Veronica writes an alumni column in the college’s newsletter **Synergies** reaching more than 12,000 alumni and friends of the college monthly.

Commitment to Three Essential Features at OSU

1. Enhancing Diversity

Increasing diversity of faculty, staff and students

In response to the Provost’s Hiring Initiative, we successfully hired 4 tenure-track faculty members to provide experiential learning and high-impact practices to ensure student success while bringing issues of equity to the forefront of student learning and engagement. In 15-16, we worked closely with these talented individuals through in-person peer mentorship to help them integrate into the Schools, College and University community. Drs. Rothwell, Mojica, Garcia, and Grutzmacher are active members of our CPHHS Equity, Inclusion and Diversity (EID) Enhancement Team. The **EID Enhancement Committee**, composed of faculty, staff and students, develops and implements College EID initiatives. More specifically, the committee conducted a **Student Climate Survey** during spring term of 2016. Approximately 850 students voiced their opinions and experiences about equity, inclusion, diversity and social justice providing critical base-line data and guidance for planning. The committee also sponsored a College-wide **Equity, Inclusion and Diversity Symposium** titled, “Beyond Business as Usual.”

The 4-H Youth Development program implemented an **Inclusive 4-H Initiative** to expand the 4-H programs outreach to new and underserved populations. The initiative added resources and training tools to help faculty engage more effectively with youth with disabilities, LGBTQ+ youth, youth of different cultures (particularly Latino), and youth facing mental health or stressful situations.

Developing comprehensive work-life balance programs

As part of our ongoing commitment to become a great place to work, learn, and flourish as described in our

Vision 2025 Strategic Plan, the College is committed to creating and sustaining a culture that enables our College community members to thrive. We strive to foster a positive and productive work environment where work and learning can be balanced with personal life. We are implementing three strategies to achieve this goal: identify factors that faculty, staff, and GRAs/GTAs perceive influence the quality of their work experience in the College; prioritize and address these factors; and improve support for faculty and staff satisfaction and success. In addition, all new faculty members meet with the University Work-Life Coordinator to learn how to access resources to support families.

2. Stewardship of Resources

Enhancing resources through private philanthropy

Partnership with the OSU Foundation continues to be successful. Over \$2.89 million (FY 15-16) was raised in gifts, pledges and private grants in FY16 from donors, industry and alumni, helping the college to build upon its position as a go-to partner with health-related organizations and corporations in the state. Significant Founding Partner investment was made for the OSU Center for Health Innovation and subsequent Center projects - Public Health Postdoctoral Fellowship and Community Health Worker training are two examples of partnership through philanthropy. To capture appreciation for Tammy Bray's 13 years of service as Dean of the College, an annual health speaker series fund was created through private gifts from alumni and friends and the endowment now totals approximately \$300,000. The speaker series will raise awareness and engage with constituents in the Portland area as well as provide inspiration for students and faculty on campus. The speaker series will further the College's reach and impact with prospective funders. Private support for the Oregon 4-H Youth Development Program continues to be strong raising over \$1.8 million in private support. The year was highlighted with private philanthropy supporting the Baker County Faculty Endowment.

We have also implemented a pilot project with the OSU Foundation focused on a mid-level giving to target gifts in the \$1,000 to \$10,000 range. We identified 5 funding priorities that align with experiential learning opportunities including: study abroad, rural internship experiences, professional development opportunities, student research, as well as diversity and inclusion to support groups who historically have experienced significant barriers with regard to higher education.

Develop an integrated infrastructure recapitalization plan

This year's integrated infrastructure recapitalization plan involved systematic and significant renovation of the research laboratories in Milam Hall to accommodate biological research for faculty in Nutrition, Kinesiology, and EOH. Projects completed in 15-16 included back-up power generator installation for Milam Hall, laboratory storage cabinet installation in Milam 104, floor repair in Milam 004, freezer room renovation, Ergonomics Lab renovation, installation of Moog Motion Base Simulator and transformer installation in WB 11. We also renovated Hawthorne Suite in Milam Hall to serve as a conference room and WB 22 to house the Sports Psychology faculty. The Hologic DEXA body composition equipment was moved to Samaritan Sports Medicine Center to promote faculty clinical/translational research and student learning.

3. Technology as a Strategic Asset

The College continues to provide investment in technology for the management of faculty and student data for educational improvement, program evaluations, and accreditation reporting. The Digital Measures instrument efficiently gathers faculty teaching, research, and service activities and accomplishments. The Salesforce portal is used for collecting information on undergraduate student advising and program competencies. A Programmer Analyst was hired this year to help assess short-and long-term goals for expanding the use of Salesforce or adopting another customer relationship management (CRM) platform. Applicants for all CPHHS graduate programs use SOPHAS, a web-based system that allows students to search for graduate programs in accredited schools of public health and apply to multiple institutions using one application; and provides ease of processing and collection of metrics for CPHHS and the Graduate School.

Appendix

Oregon State University
College of Public Health and Human Sciences
 Annual Academic Program Review 2015-16

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	% Change '14-'16
Faculty FTE															
Professional	82.6	75.7	81.5	85.9	93.1	96.0	100.2	87.0	87.0	108.2	98.2	101.8	105	113.1	11.1%
Non-Professional	28.6	30.6	30.0	36.7	41.0	43.5	47.6	49.6	52.4	55.5	54.7	62.6	59	63.8	1.9%
Total Faculty FTE	111.2	106.3	111.5	122.6	134.1	139.5	147.8	136.6	139.4	163.7	152.9	164.4	164.0	176.9	7.6%
E&G Tenured/Tenure Track	44.5	41.2	43.1	45.4	49.8	47.0	46.1	38.1	40.8	52.3	44.7	44.5	46.2	50.1	12.6%
Faculty Headcount															
Professional	107	103	112	115	126	134	128	113	115	143	134	130	140	154	18.5%
Non-Professional	36	40	39	43	49	52	54	57	63	67	60	73	68	83	13.7%
Total Faculty Headcount	143	143	151	158	175	186	182	170	180	210	194	203	208	237	16.7%
E&G Tenured/Tenure Track															
0% E&G Funded	2	2	2	2	2	2	1	7	3	2	2	4	1	2	-50.0%
1%-33% E&G Funded	1	0	2	2	1	0	1	2	1	2	3	4	6	3	-25.0%
34%-66% E&G Funded	4	6	3	2	3	3	1	2	4	4	2	3	2	6	100.0%
67%-99% E&G Funded	10	11	9	10	10	16	16	14	11	11	13	10	15	18	80.0%
100% E&G Funded	33	30	34	37	41	34	33	25	30	41	35	34	32	32	-5.9%
Total Tenured/Tenure Track	52	49	50	53	57	55	52	50	49	60	55	55	56	61	10.9%
SCH (Academic Year)															
Undergraduate	81257	81790	83277	82919	80941	83660	84129	86805	91090	96871	87818	83209	83014	78631	-5.5%
Lower Division	43041	44973	45543	44614	43730	43788	44864	46957	48740	51893	48763	46393	45307	41373	-10.8%
Upper Division	38216	36817	37732	38305	37211	39872	39265	39848	42350	44978	39053	36816	37707	37278	1.3%
Graduate	6818	6848	6410	5964	6458	6158	6629	6434	7154	7804	7142	7468	7418	6487	-13.0%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL SCH	88075	88638	89687	88883	87399	89818	90758	93259	98244	104675	94960	90677	90432	85148	-6.1%
Fall Enrollment by Major															
Undergraduate	2197	2312	2334	2488	2503	2689	2730	2993	3238	3495	3076	3166	3197	3043	-3.8%
Graduate	227	243	233	230	248	237	239	229	264	290	270	292	277	246	-15.8%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL Enrollment	2424	2555	2567	2718	2751	2926	2969	3222	3522	3785	3346	3458	3474	3291	-4.8%

* The College of Health and Human Sciences was established in Fall 2002 with the merging of the College of Health and Human Performance

*Faculty FTE and Headcount excludes Motorcycle Safety Instructors

Oregon State University
College of Public Health and Human Sciences
 STRATEGIC PLANNING METRICS 2013-16

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Goal 1. Provide a Transformative Educational Experience for all Learners.														
1.3 First Year Retention Rate (College/University)	-	72.8/ 82.1	67.3/ 77.8	69.6/ 81.7	70.0/ 81.0	80.8/ 70.6	72.8/ 79.9	78.0/ 83.0	75.9/ 84.5	68.4/ 79.7	62.0/ 85.8	71.3/ 80.0	74.2/ 82.4	68.2/ 80.6
1.4 6-Year Graduation Rate (College/University)	-	-	n/a	n/a	-	-	55.2/ 66.4	46.9/ 58.3	54.3/ 64.0	53.6/ 64.2	53.0/ 63.2	54.5/ 61.6	52.8/ 66.7	57.1/ 67.7
1.5 Junior Transfer 4-Year Graduation Rate (College/University)					60.6/ 64.9	70.9/ 73.4	68.4/ 71.4	66.7/ 71.7	79.1/ 80.2	72.3/ 77.1	63.4/ 70.7	59.4/ 73.6	67.2/ 79.3	60.8/ 70.9
1.6 % US Minority Students	13.6%	13.0%	13.8%	13.5%	14.1%	14.9%	16.0%	16.5%	18.3%	19.3%	22.1%	25.0%	27.1%	28.9%
1.7 % International Students	3.0%	2.0%	2.0%	2.0%	3.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%	2.0%	3.0%	2.3%
1.8 % High Achieving Oregon High School Graduates	-	23.3%	25.5%	29.1%	28.2%	23.3%	25.8%	26.1%	26.2%	29.9%	39.4%	33.7%	35.3%	33.6%
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.														
3.2 Invention Disclosures	1	0	1	0	2	0	1	0	1	0	1	0	4	0

Oregon State University
College of Public Health and Human Services
 Annual Academic Program Review 2015-16

PART 2

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	% Change '14 - '15
Resources (Fiscal Year)															
EBG - Ending Budget (\$)	9,855,096	10,664,239	12,166,529	13,437,010	14,155,448	14,067,527	15,126,759	15,267,729	17,979,910	21,590,330	20,608,323	22,988,486	23,434,364	23,832,127	1.7%
Total R&D Expenditures (\$)	4,737,144					10,911,031	11,942,772	5,769,441	5,530,922	5,919,959	6,622,594	6,013,079	6,088,985	FEB 2017	-
Awards from Grants and Contracts* (#)	69	74	93	100	122	86	57	81	59	66	51	68	81	95	39.7%
Awards from Grants and Contracts (\$)	5,100,026	7,079,151	7,371,228	11,903,849	11,261,775	15,004,582	15,836,052	14,776,257	15,068,239	18,181,831	13,517,710	16,361,632	18,754,233	18,889,667	15.5%
Private Giving (\$)							3,789,702	3,763,420	9,478,681	1,006,394	1,209,611	1,818,789	1,789,500	2,190,072	26.4%

Strategic Planning Metrics 2015-16

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction														
2.1 Total R&D Expenditures	see APR data above													
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.														
3.5 Annual Private Giving	see APR data above													

* From 2000-01 to 2007-06, the number of grant/contract awards is based on the accounting transactions from the College's award index, rather than the actual number of awards received by the college.

Oregon State University
College of Public Health and Human Sciences
 Annual Academic Program Review 2015-16

PART 3

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	% Change '14 - '16
Degrees (academic year)															
Bachelor	463	529	537	603	536	600	617	636	657	597	727	789	810	907	15.0%
Master	68	82	78	59	46	52	61	65	56	74	62	68	79	69	1.5%
Doctorate	13	23	22	14	13	13	20	21	14	19	16	14	16	22	57.1%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Degrees	537	634	637	676	595	664	698	721	727	690	805	871	905	998	14.6%

Strategic Planning Metrics 2015-16

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Goal 1. Provide a Transformative Educational Experience for all Learners.														
1.1 Degrees Awarded-Total	see APR data above													
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction														
2.3 PhD's Awarded	see APR data above													